

Monitoring of Strategic Operating Plan (Sept. 2018 to Jan. 2019)					Status coding: Green - Complete, Yellow - On Track, Red - Behind Schedule	Status coding: Green - Complete, Yellow - On Track, Red - Behind Schedule	Status coding: Green - Complete, Yellow - On Track, Red - Behind Schedule	Status coding: Green - Complete, Yellow - On Track, Red - Behind Schedule	Status coding: Green - Complete, Yellow - On Track, Red - Behind Schedule					
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Goal 1: Teaching & Learning					Date of Progress Monitor:	Date of Progress Monitor:	Date of Progress Monitor:	Date of Progress Monitor:	Date of Progress Monitor:					
Goal 1: Improve student's ongoing readiness and learning opportunities by creating accessible, innovative, and personalized environments to close the preparation, opportunity, and					Progress Monitoring September 2018	Progress Monitoring October 2018	Progress Monitoring November 2018	Progress Monitoring December 2018	Progress Monitoring January 2019					
Coding	Strategy & Implementation Steps	18-19	19-20	20-21	Status	Notes	Status	Notes	Status	Notes				
1	Rigor & Relevance: Increase rigor and relevance by revising and designing a comprehensive curriculum, so effective instruction is provided with access and equity for all students.				CAO	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 21								
1.A.	Research, develop rubrics a variety of quality rubrics, including equity, rigor & relevance, and UDL to evaluate curriculum--make recommendations to BoE in April to plan for redesign process.	X				CLT is meeting with Special Education Dept. to begin developing the UDL expectations for curriculum (Oct. 3rd). Equity rubrics - going to meet with expert as soon as Michelle G. returns to work.		Secondary ELA is developing UDL PD to deliver to HS teachers. Curriculum documents have been updated to reflect the UDL principles. Resources have been sought out for the beginnings of the equity rubric work. RR training has been happening in each of the secondary buildings and walk throughs have begun using the portal.		UDL Curriculum Design on 11/2/18-Teams began working on evaluating and revising the model units for Math and ELA at the elementary and secondary levels.		Work is being continued at the secondary level on ELA UDL units. Grades 9,10 and 11 have developed the units and have submitted them to the ELA Curriculum Coordinator and SPED/ELA Secondary Instructional Coaches for feedback. The next full day training is in the beginning of January. We plan on having a strong outline of the unit by then and then will spend the January PDES at MHS on continued unit development.		Feedback on the units for UDL has been provided for the secondary ELA teachers. Focus questions were developed by the reviewers in order to further the work. Teachers have been made aware of the feedback and are currently using IDT time to strengthen units. Units should be well developed by the end of the year. HS ELA will be piloting a unit this winter and will be reflecting on its implementation. Two elementary pilot groups have begun revising lessons to incorporate UDL checkpoints. These units will be piloted in March.
1.B.	Implementation of District Equity Leadership Team (DELTA) plan.	X	X	X	Michelle					DELTA had first meeting of year in October. MPS Racial Equity Policy and Ensuring Educational Equity was finalized and on agenda for policy committee. DELTA for the year has been identified. PEG will be providing PD to DELTA in December on how to implement MPS Racial Equity Plan including curriculum evaluation tool.		DELTA hosted its first DELTA meeting. The DELTA is the District Equity Leadership Advisory committee. The committee consists of the DELTA, teachers, administration, parents, and community members. The task at the first meeting was to establish a climate and vision for the group, and to for the DELTA to provide feedback on the MPS Racial Equity Policy. DELTA provided feedback on specific language and intent vs. impact. The next scheduled meeting of the DELTA is March 21. The DELTA also confirmed consulting dates with PEG for ongoing training for the DELTA, Equity coaches, and Beyond Diversity for administrators.		The DELTA received its first coaching session from Tony Hudson from the Pacific Educational Group. In this session, the DELTA focused on deepening their understanding of the Courageous Conversations Protocol. The deepening our understanding of the protocol allows DELTA leaders to engage community members in conversations about racial equity so that they remain productive and thoughtful. The group also received coaching from Mr. Hudson on how to evaluate the district's equity work so that it is working towards true systemic change rather than "random acts of equity". Mr. Hudson challenged the group to consider how members of the DELTA are applying our leadership and understanding of the protocol, agreements, and conditions to lead sustainable change at all levels of professional responsibility. Finally, the group mapped out a plan on how to best build capacity and engage students in the work.

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1.C.	Redesign the curriculum by using a variety of quality rubrics, including equity, rigor & relevance, and UDL.	X	X		Keri, Pat, Crystal, Amy and Julie, Liz M. and Amy C.		Currently working on UDL units	Secondary ELA has had initial discussions with grades 9-12 about development of UDL units. Expectations have been set that each grade 9, 10, 11 will create one model unit by the end of the school year.	UDL Curriculum Design on 11/2/18-Teams began working on evaluating and revising the model units for Math and ELA at the elementary and secondary levels.	Curriculum revision is continuing at the middle school level (interdisciplinary). CSSR has provided support in this endeavor. They had reps from Parker deliver support and PD during the Dec. PD. Each team is on track with a solid first unit outline with the exception of 8M. They are still brainstorming and have not had the entire team together to make decisions. I will be focused on that group during the Jan. PDES. Parker reps will be joining us then as well.	As units are developed for interdisciplinary at the MS, we have been looking closely at core materials to be sure they are representative of our population of students. We have recently also bought several new titles of books by minority authors that are high interest for the HS teachers (ELA) to keep in their classroom libraries for students to use for independent reading.
1.D.	Start realignment of curriculum in grades K-5 via summer work for leaders/practitioners.		X		Amy and Julie						
1.E.	Implement Phase I of curriculum redesign for rigor, relevance, and equity in K-5 content-areas.			X	Amy and Julie						
1.F.	Start realignment of curriculum in grades 6-8 via summer work for leaders/practitioners.			X	Keri/Pat/Crystal/Liz M.		Discussion about the development of the new interdisciplinary units for next year has begun with the CLT. Unit themes have been brainstormed and anchor standards exist for each unit 6-8 by core subject.	Election day professional development was used to initiate the interdisciplinary work. Teams began working on developing grade level unit outlines for the curriculum.	After the January PDES, we should have a strong handle on a timeline for unit development. We are hoping to have two units completed this year and then plan for the other three to be done during the summer.	Volunteers for summer curriculum work have been established for secondary ELA. We will most likely plan to work on the curriculum during the first few days after the end of the school year and before July 1.	
1.2	Personalized Learning: Using a multi-tiered instructional model, implement a learning program that personalizes instruction for all students				CAO	1, 2, 3, 4, 5, 6, 7, 8, 9,10, 21					
1.2.A.	Create a consensus definition of personalized learning.	X			Michelle						In February, Equity Facilitator and Director of Instructional Technology will work with district leaders to connect how personalized learning environments connect, support, and allow for equitable learning opportunities for all students.

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1.2.B.	Implement Phase I of Edgenuity platform for Elementary Cohort 1.	X			Julie	Initial Trainings June 2018 for 4 elementary schools; Wesley and Lawrence PD on 8/28/18; Snow and Moody PD on 9/10/18; Monthly data calls have begun; Training for interventionists and special education teachers on 9/24/18; Technology is in place for all schools; All shoulder to shoulder coaching dates are scheduled	Pathblazer paths have been assigned based on NWEA RIT scores for reading and math. First round of shoulder to shoulder coaching has taken place: Snow 10/2, Lawrence 10/3, Moody 10/4, Wesley 10/5. PLC meetings focused on understanding and analyzing baseline utilization data. Classroom visits focused on supporting students in exiting out accurately so data can be collected and accessing their student portfolios to see individual progress. SRBI and IDT meetings are taking place to connect Pathblazer to these processes.	Second round of shoulder to shoulder coaching has taken place: Snow 11/15, Lawrence 11/7, Moody 11/8, Wesley 11/16. PLC meetings focused on understanding and analyzing various reports. Classroom visits focused on student conferencing. The IDT form has been modified to utilize NWEA and Pathblazer data during IDTs.	Shoulder to shoulder coaching took place: Snow 12/4, Lawrence 12/5, Moody 12/6, Wesley 12/7. Classroom visits focused on modeling student conferencing and students completing student portfolio progress forms. PD was provided to support incorporating Pathblazer into Guided Math and Intervention. PLC meetings focused on reading reports and discussing the implementation of Language Arts in January. Overall data from 10/1 to 12/10: Average active math time per student per week-88.1 minutes; Math activities per student per week-7.9; Average activity score for all students-74.05% (goal is 70%).	PLCs: Snow 1/29, Lawrence 1/30, Moody 1/31, Wesley 2/1. PLCs will focus on comparing fall NWEA baseline data with winter NWEA baseline data. Edgenuity Director of Sales Engineering came for a technical visit on 1/11/19 to address technology concerns across the 4 schools. Students will begin Pathblazer Reading paths by January 22nd.	
1.2.C.	Implement K-1 pilot of Edgenuity platform.	X			Julie	Initial training on 9/19/18; AIMSweb baseline data will be collected by 9/28/18; Shoulder to shoulder coaching dates need to be scheduled	Quote has been received for 6 days of K-1 shoulder to shoulder coaching visits with Lorine. K-1 students will take the screener/diagnostics by 10/31/18. Kindergarten teachers have been provided with QR codes to access Pathblazer on iPads. Steve Matthews is supporting teachers and students with initial lessons in logging in to access Pathblazer. K-1 students will begin using the program 60 minutes/week after screener has been administered.	First round of shoulder to shoulder coaching with Lorine took place on 11/13/18. K-1 students are on their paths and are accessing Pathblazer 3 times a week for 20 minutes. The five other coaching dates have been scheduled monthly starting in January.	Goal K-1 students-working independently & teachers analyzing data from reports. Grade 1 is working in paths based the screeners/diagnostics completed, K students are working in paths set up by teachers to focus on early numeracy skills. Next coaching day-January 4th.	Classroom visits and PLCs took place on 1/4/19. Grade 1 is using Pathblazer as a station rotation during Guided Math. Visits focused on monitoring utilization and reading reports to group students. Grade K pilot was discontinued due to the lack of accessibility and the impact on instructional time as students are unable to work independently with the program.	
1.2.D.	Develop a plan for personalizing student learning.		X		Michelle				The Edgenuity pilot at the middle school is going strong. We have met with the reps and have provided details and data to help in the research study. Keri has had data review calls that indicate that most students are growing in the program. We have also discussed instructional strategies to further support the implementation of the program alongside the existing curriculum.	Based on the success and growth from the implementation of Edgenuity and intervention platforms, a plan for how to grow personalized learning opportunities has been developed for the middle schools. The focus for next year, will strengthen and expand and grow personalized learning at Tier I instruction and for students who have demonstrated mastery of concepts in math instruction.	

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1.2.E.	Implement Phase 2 for Elementary Cohort I (K-1) /Elementary Cohort II and Middle Schools (Gr 6).		X		Julie/Pat/Ke ri/ Crystal/ Liz M.			We have scheduled a meeting to discuss the acquisition of quotes to prepare to budget for this next year.		Planning is happening for implementation next year.		
1.2.F.	Implement Phase 3 for Elementary Cohort II (K-1) Middle School (Grds 7 & 8).			X	Julie/Pat/Ke ri/ Crystal/ Liz M.			A budget planning meeting has been set to discuss the cost implications of using the Upsmart program (Edgenuity) for tier one in all grade 7 and 8 classes next year.				
1.3	Accessible Instruction: Utilize Universal Design for Learning (UDL) principles to design and deliver accessible instruction.				CSS&SI	1, 2, 3, 4, 5,6,7,8,9,10, 21						
1.3.A.	Launch tiered UDL projects at 3 district schools. Identify human resources, develop framework and conduct professional development.	X			Amy Clarke		TieredUDL Projects at Wesley, Snow and Keigwin have been launched. Teams at schools received full day of co-teaching training in August. Administrative team and new teachers received an overview. 10/18 Professional development continues as site based coaching and observations. Curriculum Leadership Team received orientation and initial Tiered training 9/6		Implementation of tiered projects continues to be on target. Data collection has started. Survey has been administered and will be reviewed by District Curriculum Team on 11/2. Structured observations of co-teaching model have been completed at 2/3 schools. School wide UDL orientation has been conducted at 2/3 schools.	Continued on target.	Continued on target.	completed in previous months
1.3.B.	Implement SERC professional development, technical assistance and coaching models with Curriculum Leadership Team and school based teams.	X			Amy Clarke		9/18/18: SERC contract for PD, technical assistance and coaching has been executed. Professional Development calendar for UDL for pilot schools and district curriculum leadership has been mapped. 33 staff members from 3 pilot schools completed full day PD in co-teaching in August. Curriculum leadership team participated in 1/2 day workshop and have defined work for 18/19 school year. In process of developing progress monitoring and performance measures. 10/18: Monitoring indicators were identified collaboratively with SERC and Director.		Coaching and technical assistance sessions are being conducted at identified schools. District special education coaches are shadowing SERC coaches and following up with individual teachers and team to problem solve and provide further support and coaching. General education teachers at Keigwin noted to have high interest and motivation to incorporate UDL practices. Whole school UDL informational sessions are on target based on UDL calendar.	Conducted 2/3 whole school workshops on UDL, final one scheduled for January at Wesley. Coaching sessions at pilot schools continuing on target utilizing observation, feedback, coaching and collaborative planning. Curriculum Leadership Team met on 11/3.	Coaching sessions at target schools continued. Data collection is being conducted on utilization of co-teaching models. Teams are working on co-planning, the co-teaching relationship, and lesson design.	Ongoing. Curriculum team will convene in April with teachers implementing test units to finalize 4 units.

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1.4.A.	Acquire resources and design professional development for Structured Intervention System.	X	X	X	Keri/Pat		Read 180 teachers continue to get professional development on the implementation of the intervention program. Teacher goals have been aligned to outcomes and the project manager is providing coaching weekly.	Read 180 teachers continue to get professional development on the implementation of the intervention program. Teacher goals have been aligned to outcomes and the project manager is providing coaching weekly.	Teachers are now well versed in using the R180 program. They are working on differentiation strategies and ways to make the lessons more student centered. The next RI is scheduled to take place in a few weeks.	Currently for R180 and System 44 teachers continue to work on differentiation. We have the third implementation of the RI to make movement decisions. Students are growing and now differentiation needs to happen for the stronger students. The PM is working on coaching the teachers for targeted differentiation using appropriate materials.
1.4.B.	Implement Phase I of READ 180/MATH 180, Systems 44, and DTMN. Professional Development Outline	X			Keri/Pat		The first cycle of the MI and RI have been completed and the data is promising. Teachers are getting regular support and PD on implementation and curriculum development.	Teachers are preparing for the second iteration of the RI and MI. Teachers are using data to personalize learning for intervention students.	Intervention teachers are using PDES time to get coaching and PD on the R180 and System 44 programs. Teachers from both schools have been meeting together to ensure program fidelity across buildings. focused coaching on differentiation, writing and student centered activities has been happening since Nov.	We have begun a draft PD calendar for next year and have begun to think about the types of individualized PD the teachers will need for next year. We are planning to begin an intervention plan for grade 9 teachers once budget is finalized.
1.4.C.	Implement Phase II of READ 180 and MATH 180 in grade 9. Expansion		X		Keri/Pat		We met yesterday 10/10 about the SRBI process at MHS. There is a need to research viable personalized learning opportunities for struggling underclassmen. Enza has set up a meeting with Edgenuity for 10/31	Budget was prepared and planned for an extra teacher to expand R180 to grade 9.	Program costs have been collected and put into the budget.	Budgets have been submitted and we are awaiting budget finalization.
1.4.D.	Implement Phase III of READ 180 and MATH 180 in grade 10. Expansion			X	Keri/Pat		We met yesterday 10/10 about the SRBI process at MHS. There is a need to research viable personalized learning opportunities for struggling underclassmen. Enza has set up a meeting with Edgenuity for 10/31	Budget was prepared and planned for an extra teacher to expand R180 to grade 9.		Budgets have been submitted and we are awaiting budget finalization.
1.5	Early Childhood Education: Implement a community-wide early childhood strategic plan designed to ensure children are ready for school success and have access to early childhood education.				School Readiness Facilitator	4, 21				

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1.5.A.	Develop a strategic plan including community partners, access to transportation, wraparound services.	X			Dawn Dubay		Dates will be determined for listening tour, beginning conversations & thinking about members of committee, will begin officially in Jan	10/2Dawn A & Dawn D met with Dr. Conner to discuss members of the team and timeline; Phase one of strategic plan will begin after November 13, We will collect data 2x a month November to January January to June: actual design of the SOP Julie Corbett: is secured to help us. 10/24 First meeting with Julie Corbett, discussed goals, timeline, First community conversation at December SR meeting, MC will develop the questions	Identified date of First community conversation/listening tour: January 16th school readiness council meeting 12-2 Dawn & Dawn working to determine committee members (about 12) who fit the criteria and represent a variety of sectors	Continuing to refine team with equal representation of MPS and the community. Identified spaces and dates for 'community conversations'. Reached out to people requested to be on the team. Dr. Conner will send letter after the holiday break. We will work monthly and seek adoption from SRC and BOE in August 2019; implement September 2019.	Phase One: data collection First Community conversation with SRC members along with Middletown providers 1/16; data was collected. 2 community conversations, Jan. 31 5-7 at Cross Street, 25 community people attended; Feb. 12 9:30-11:30 Aces Building/Faith Lutheran Church. Survey & questions sent out to K teachers and support staff. Families & community providers will receive survey to share their input.
1.5.B.	Implement "Universal Digital Solution" for all three/four-year olds in Middletown	X	X	X	Dawn Dubay		Community/Academic plan being implemented; First Teacher Training 9-24; 2 three hour sessions; technology donation began 9/25, collecting resources	Oct. 9: Presentation of Bridge to Brilliance to the BOE; Oct 10: 2nd 3 hour teacher training held Oct 10th; first day of coaching with Footsteps curriculum trainer Catherine DeRosa at Bright & Early Learning center and South Farms; first ambassador training 13 participants 2nd ambassador training at MHS with 8 future teachers Marketing materials beginning to be distributed, teachers sent home parent letters with student's super secret codes; plan in place for Nov. 13th launch	Successful launch on Nov. 13th; rep from Chris Murphy's office attended w/ a letter of support. Letter of support from Richard Blumenthal. Mayor proclaimed Nov. 14th as Early Childhood day. All SR community programs implementing B2B and have district kindles. 3 private programs, 1 home day care, FRCs and home visitors using program. 1,540,000 words read total	Number of words read continues to increase. Added another million total after the launch date. Identifying another teacher training, Dr. Conner, Dawn & Dawn looking carefully at data to determine next steps. Steering committee Dec. 19 1:15-2:15; will share the data, identify members to support community & more outreach. Looking at a coaching/training session for February 2019. Dawn D. creating binders for community preschool teachers to ease implementation and planning time.	Added Gianelli's to private preschool partners, successful implementation, Dawn D modeled lesson at CDI 1/25, Marla Hinz still advocated with her supervisors, alignment shown with Head Start standards. Adopt a Program has begun. Relationships are building, questions being addressed, working on providing parent supports.
1.5.C.	Design a Standards-Based Curriculum using the ELDS.		X		Dawn Dubay						
1.5.D.	Provide targeting coaching around ELDS.	X	X	X	Dawn Dubay		Secured partnership with Dr. Osborne. Coaching dates will be determined, will begin coaching 9-27 Visited all community SR programs	Dr. Osborne introduced BOE meeting Oct. 9th; provided coaching with a new teacher on ELDS planning; visited all classrooms at Town & Country; provided NAEYC support and high level lesson plan development at South Farms; included Lina Kronenberger from Adult ED	Dr. Osborne has built relationships with all community preschool directors and teachers. Focusing on literacy & supporting the use of Footsteps in our programs.	Dr. Osborne continues to provide supports to teachers based on need. Has sat with directors to help guide their leadership practices to better impact their teachers. Encouraging directors & teachers to deepen their levels of questioning with children.	Dr. Osborne has almost used up her contract hours. Providing programs with detailed observations and coaching around Naeyc standards. Supporting best practices, providing specific feedback to teachers and directors in our 4 SR community preschool programs.
1.5.E.	Implement Early Childhood Strategic Plan and Standards-Based Curriculum		X		Dawn Dubay						

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1.5.F.	Evaluate services for quality assurance to the strategic plan.			X	Dawn Dubai					
1.6	Expand High School Options: Develop high school programs of study based on a 25-credit graduation requirement, including increased rigor and equitable access to personalized pathways.				CAO	5, 7, 8, 9, 10,11, 21				
1.6.A.	Explore and research best practices with organizational structures	X			Pat/Crystal		Currently researching best practices, will share out findings in small group meeting of curriculum supervisors.	Principals in all of the secondary buildings have had brainstorming discussions about possible scheduling options.	MHS ELA department is adding an elective back into the course catalog in order to offer more courses in ELA to students (Journalism).	AP Computer Science A, Italian, and Music Ensemble have been approved by the BoE Curriculum Committee for implementation 2019-2020. MHS has a scheduling committee meeting twice per week to propose and adopt 2019-2020 schedule prior to course scheduling. Expansion of the station rotation model will continue into tier one instruction using the intervention structure as a model.
1.6.B.	Explore time expansion for block scheduling-- plan to expand course programs.	X			Pat/Crystal		Reviewing various scheduling options.	Meeting is scheduled for early December with secondary principals and curriculum supervisors to discuss scheduling options to expand course programs.	Both the HS and the MS have explored schedule options. At the Leadership Institute this month, school leaders decided on some versions of block scheduling that would meet the needs of the students. They will be presented to the 6-8 building committees.	MHS has a scheduling committee meeting twice per week to propose and adopt 2019-2020 schedule prior to course scheduling. WWMS has explored several options to increase instructional time. Also teacher contract finalization allows for more instructional time during the day as well.
1.6.C.	Research the creation of pocket pathways that start with seventh grade cohort--design of pocket pathways with Middlesex Community College.	X			Pat/Crystal/ Natalie	Natalie met with MxCC and Dave Reynolds, Multiple follow up steps documented. Next steps: Dr. Conner to connect Pathways team with Dr. Hoag. Role of consultant & team needs to be established, as well as timeline.	Meeting with Dr. Hoag to discuss pathway design (NF); 10/22 Medical Careers Workshop with SDE, CAHOE, and Cohort of district reps. from around the state (NF).	Continued coursework exploration	Research and discussions continue to consider pathway/concentration options.	Research and discussions continue to consider pathway/concentration options. Many potential pathways fall within the STEM areas (technology, computer science, medical)
1.6.D.	Launch new scheduling model to support flexibility and mastery.		X		Pat/Crystal		Curriculum supervisors have worked with building principals to discuss staff and scheduling priorities.	Committees are being formed and we are waiting to be informed by the community group about recommendations.	#N/A Discussions are ongoing and initial templates for schedules have been selected.	Various options have been developed and explored to maximize instruction in the core areas. Scheduling committees have been established and will finalize at the HS. Further examination must occur at the middle school and will continue into next year.
1.6.E.	Communicate new "Middletown Pathway and Academy Options" to eighth graders.		X		Natalie, Crystal					
1.6.F.	Design pocket pathways for launch and support-- align to Program of Studies.		X		Natalie, Crystal					
1.6.G.	Launch two pathways for grade 9 students.			X	Natalie, Crystal					
1.6.H.	Plan and design two pathways (seventh grade student launch).			X	Natalie, Crystal	Preliminary discussions with NF/CC; MHS CSSR team; VoAg; MxCC				

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1.6.I.	Secure business partners for-- start designing pathways with Middlesex Community College.	X		Natalie, Crystal		MxCC has monthly Ad. Council meetings with area business leaders - initial conversation about MPS representation on this AC; NF reached out to Middletown Chamber of Commerce to discuss introductions to area business leaders for Pathways purposes.		Initial conversation with MxCC re: join monthly Business Advisory Council; (NF) Initial contact with Middlesex Chamber of Commerce re: introductions to areas businesses (NF).		Exploring options to expand course credit at MxCC with vo-ag and Perkins programs.		Vo-ag and CTE (Perkins Grant --Accounting, Animal Science, Child Development and now Digital Video Production through Career and Technical Education) students have extended opportunities to complete courses for college credit at MxCC.		No updates
1.7	Enhance Literacy Instruction: Implement the Middletown Kindergarten to Grade 5 Literacy Initiative (MK5LI) in all elementary schools to strengthen our multi-tiered instructional model and ensure that all students read well by Grade 5.			CAO	1, 2, 3, 4, 21									
1.7.A.	Implement a master schedule at all elementary schools that supports Tiered Instruction.	X		Amy M.		All 8 elementary schools created Master Schedules on 5/8/18. Copies are housed in MK5LI Google shared drive.		10/10/18- Used Master Schedules to plan walk throughs with Dr. Conner.		Using the master schedule and principal input, created walk through schedule for remainder of 18-19 school year.		Met with 2 schools who needed to adjust master schedules to better accommodate Literacy Intervention.		Push In Intervention Model is implemented at all 8 elementary schools.
1.7.B	Provide professional development on the science of reading for teachers (Cohort 1) as well as interventionists and literacy support paraprofessionals.	X		Amy M.		Trainings on 6/21/18, 6/22/18 & 8/28/18 for Literacy Leadership teams; Interventionists, Literacy Paras; Additional training for new Inter. & Paras on 9/4/18.		10/10/18- MK5LI Cohort 1 Leadership Teams met participated in Leadership Seminar 9/13/18; Follow up support days in schools. Agenda items for October in school para training are: Whole word reading; Phoneme Blending, Alphabetic Principle		11/19/18 MK5LI Leadership teams meet to continue working on School Based Literacy Plans and Assessment Framework. Follow up visits were as follow- Bielefield (11/8/18); Farm Hill (11/15/18); Macdonough (11/13/18); Spencer (11/13/18). Leadership teams developed a plan for a pilot to implement new assessments for MOY. Interventionist at 4 schools had training on using decodable text, model lessons and observations with feedback.		12/17/18 MK5LI Leadership teams meet to continue working on Assessment Framework and prepare for MOY Pilot implementation. Follow up support visits were as follow- Bielefield (12/4/18); Farm Hill (12/10/18); Macdonough (12/11/18); Spencer (12/11/18). Leadership teams developed a plan for a pilot to implement new assessments for MOY. Interventionist at 4 schools had training on using decodable text, model lessons and observations with feedback.		MK5LI Executive Team met 2 times; MK5LI Literacy Leadership seminar is scheduled for 1/24/19- Focus will be finalizing Assessment Framework and training on Key Phonics online assessment: School Based Follow Up leadership dates focused on Winter Assessment Pilot implementation. : Bielefield 1/8/19; Farm Hill 1/9/19; Macdonough 1/10/19; Spencer; 1/14/19;
1.7.C.	MK5LI Leadership Team will finalize and implement district MK5LI Literacy Action Plan. Cohort 1 schools will develop and implement a Literacy Action Plan that aligns with the district MK5LI Literacy Action Plan.	X		Amy M.		Initial draft was created by Literacy Teams on 4/26/18; Cohort Schools created drafts Draft review 9/18.;		10/8/18- Agenda item for 10/19/18 Leadership Seminar		11/19/18- Agenda item for 11/19/18 Leadership Seminar.		Will review at Literacy Leadership Seminar on 1/24/19		MK5LI Leaders will improve their SIPs at the DDT meeting scheduled for 2/5/19. MK5LI Leadership seminar met 1/24/19

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1.7.D.	Provide professional development on the science of reading for teachers (Cohort 2).		X	Amy M.						
1.7.E.	Train new interventionists and literacy paraprofessionals, as well as continue support of existing interventionists and literacy support paraprofessionals.		X	Amy M.						
1.7.F.	MK5LI Leadership Team will update MK5LI Literacy Action Plan. Cohort 2 schools will develop and implement a Literacy Action Plan that aligns with the district Literacy Action Plan.		X	Amy M.						
1.7.G.	Cohort 1 schools will revise and update and implement changes for school's Literacy Action Plan that aligns with the district Literacy Action Plan.		X	Amy M.						
1.7.H.	Train new interventionists and literacy paraprofessionals as well as continue support of existing interventionists and literacy support paraprofessionals.			X	Amy M.					
1.7.I.	MK5LI Leadership Team will update MK5LI Literacy Action Plan. Cohort 1 & 2 schools will revise and update and implement changes for school's Literacy Action Plan.			X	Amy/Julie					
1.8	Algebra Readiness: Redesign the middle school math curriculum and sequence to ensure all students are Algebra ready by Grade 8.			CAO	1, 2, 3,5, 6, 7, 8, 8, 9, 10, 21					
1.8.A.	Structure interventions that provide high-quality instruction and align with the District Instructional Support Plan to ensure students receive appropriate quality tiered instructional supports based on their individual needs.	X		Pat, Julie		Piloted adaptive software options to promote personalized learning such as UpSmart and i-Ready.	10/22 teachers were trained in i-ready and will begin using it as a blended learning component	11/16 teachers are using i-ready as a blended learning component. Ongoing training and strategic planning around using the tool to provide targeted intervention continues.	Teachers are continuing to use i-ready as a blended tool to provide targeted intervention continue.	Teachers are continuing to use i-ready as a blended tool to provide targeted intervention continue and are preparing for the second progress monitoring diagnostic.

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1.8.B.	Research and redesign the Grades 6-8 Math Curriculum so Grade 6 aligns with current Grade 6 Accelerated, Grade 7 Math Curriculum aligns with current Grade 7 Accelerated Math, and Grade 8 Math Curriculum aligns with current Grade 9 Algebra 1.	X	X	X	Pat		Researched 6-8 Open-Up Resources against other 6-8 curriculum options using EdReports to find it received a near perfect score. Developed a Shared Team Resource drive for practitioners that includes this curriculum and other resources aligned with research-based best practices in problem solving that are being implemented. Also, looked at adaptive software options to promote personalized learning such as UpSmart and i-Ready.	10/22 Targeted PD around best practices from Math IPI and practice standards delivered in PD, observed and reflected on through guided feedback provided by supervisor, instructional coach and math solutions coach. At the middle school level we focused on best practices around our soon to proposed new curriculum "Open-Up Resources	11/16 Meeting with Illustrative Mathematics Open-Up Resources representatives to develop presentation for recommendation for Curriculum Adoption of 6-12 Curriculum. Presentation will be delivered to BOE Curriculum Committee on 12/6.	Presented Illustrative Mathematics Open-Up Resources curriculum adoption to BOE Curriculum Committee on 12/13.	Presented Illustrative Mathematics Open-Up Resources curriculum adoption plans to BOE on 1/8.
1.8.C.	Implement redesigned curriculum to promote Algebra Readiness		X	X	Pat		Math Solution and internal Math Leadership team developing professional learning opportunities that will link back to research based instructional best practices. Specifically, the eight Mathematics Teaching Practices published by NCTM in Principles to Actions, the instructional routines associated with Math Solutions Instructional Practices Inventory, the math practice standards and the Mathematical Routines associated with Illustrative Mathematics Open Up Resources Curriculum.	The Math Solutions group is working with math leaders and teachers throughout the year to realign our scope and sequence to align with that of Illustrative Mathematics Open-Up Resources. The curriculum engages students in the math practice standards by incorporating sound and coherent structures such as NCTM's Principles to Actions Effective Math Teaching Practices, Talk Moves, the 5 Practices for Orchestrating Productive Math Discussions, and many more strategies with a high effect size on student learning mathematics in an enduring manner where they can apply it to complex unpredictable situations. Effect Size: Cognitive Task Analysis (1.29), Classroom Discussions (.82), and Jigsaw Method (1.20)	11/16 Professional learning around best practices inherent in the "Open-Up Resources" curriculum continues in IDT and during our work sessions with Math Solutions. The focus is on the 5 Practices in the OpenUp lessons and revision of curriculum maps of units and lessons.	Continued professional learning around best practices in the "Open-Up Resources" curriculum in IDT and during our work sessions with Math Solutions. The focus is on the 5 Practices in the OpenUp lessons and revision of curriculum maps of units and lessons.	Continued professional learning around best practices in the "Open-Up Resources" curriculum in IDT and during our work sessions with Math Solutions. The focus is on the 5 Practices in the OpenUp lessons and revision of curriculum maps of units and lessons. Planned "lesson study" with protocol for questioning and reflecting for grades 6-8 teachers with Math Supervisor and Math Solutions.
1.8.D.	Eliminate College Prep Curriculum and tracking in both grades 7 & 8.			X	Pat				Align curriculum with "Open-Up Resources" and continue revision of curriculum maps of units and lessons.	Continue aligning curriculum with "Open-Up Resources" and continue revision of curriculum maps of units and lessons.	Presented Illustrative Mathematics Open-Up Resources curriculum adoption to BOE Curriculum Committee on 12/13.

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1.9	Access to Arts: Create a system that provides equity, access, and enhanced fine arts opportunities for all students.			Director of Operations & Fine Arts	1, 2, 3, 21						
1.9.A.	Redesign the Fine and Performing Arts teacher schedule throughout all levels to provide additional course offerings.	X	X	Marco		Reviewed and discussed course offering during school year, after school, and summer possibilities. August 28, 2018 Professional Development Session. Next steps - decide on courses, provide budget impact, and discuss creative scheduling.	Compiled list of New Middletown High school Music Courses for 2019-20120 school year. Prioritized list with courses that will require little to no additional funds needed to offer next school year. Discussed additional courses with Colleen Wiener and received approval. Next step is to schedule a meeting with Dr. Macri to discuss and present to BOE for approval.	Preparing presentation for January Curriculum Committee and Board meeting for additional music high school courses. No additional funding needed.	Preparing presentation for January Curriculum Committee and Board meeting for additional music high school courses. No additional funding needed. Grade 6-12 new schedule for 2019-2020 will play a role in additional possibilities for continue after school opportunities.	Presentation given to the January Curriculum Committee and Board meeting for additional music high school courses. No additional funding needed. Grade 6-12 new schedule for 2019-2020 will play a role in additional possibilities for continue after school opportunities. Working on possible additions to next years new High School schedule.	
1.9.B.	Develop a plan to integrate the arts throughout all curricular areas.	X	X	Marco		August 28 Professional Development - First session/discussion with elementary staff. Continue discussion with secondary staff scheduled for October.	First step in the development and collection of current interdisciplinary units developed/taught. Comprise a scope and sequence of current units on the K-12 vertical timeline.	Continue with the collection of current interdisciplinary units developed/taught.	Continue with the collection of current interdisciplinary units developed/taught.	Continue with the collection of current interdisciplinary units developed/taught.	
1.9.C.	Develop a plan to increase Arts instructional time at the K-5 level to meet or exceed state recommendations.	X	X	Marco		Collecting data on other school districts and will collaborate with CAAA at next meeting. Article 6 discussion might help in this area.	Data collection of school districts arts instructional time and schedules continues. Next CAAA meeting November 8th, 2018.	Waiting for revise/new grade 6-12 schedule to analyze after school and before school options for 2019-2020 school year.	Waiting for revise/new grade 6-12 schedule to analyze after school and before school options for 2019-2020 school year.	Waiting for revise/new grade 6-12 schedule to analyze after school and before school options for 2019-2020 school year.	
Goal 2: Operations, Systems, & Structures											
Develop a broad community of stakeholders who ensure a high level of efficiency and alignment among departments, and systems to improve the delivery of instruction and services for students.		Timeline for Implementation			Lead Staff	Performance Measure(s)	Progress Monitoring September 2018	Progress Monitoring October 2018	Progress Monitoring November 2018	Progress Monitoring December 2018	Progress Monitoring January 2019
Coding	Strategy & Implementation Steps	18-19	19-20	20-21			Status Notes	Status Notes	Status Notes	Status Notes	Status Notes
2.1.	Talent Office: Redesign the current Human Resources Office model to a Talent Management & Benefits Office for performance growth and development				Director of Talent & Benefits	20, 21					
2.1.A.	Research systems and structures that are aligned to the seven dimensions of Talent Management.	X			Michele		Researching other talent mgmt offices in state, such as Norwalk and Hartford.	Scheduled appointment w/Norwalk for October 29th, and reached out Hartford Talent Management Office for a walkthrough.	Met w/Stephanie from Norwalk and she shared with us duties, job descriptions in Norwalk's talent office	Have finalized research and in the next steps of creating job descriptions and putting new positions into the budget	Have finalized research and in the next steps of creating job descriptions and putting new positions into the budget

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2.1.B.	Outline first Phase of Talent Management Structures to implement in 2019-2020 academic year-- preparation for implementation/transition in April 2019.	X				researching structures to implement	initial phase of researching, staff is emailing other districts to see structures in their offices	received several job descriptions for Talent Specialist. In the process of reviewing/creating positions	Received several job descriptions for Talent Specialist. In the process of reviewing/creating positions	received several job descriptions for Talent Specialist. In the process of reviewing/creating positions	
2.1.C.	Design Talent Management & Benefits Office Model and work closely with City in order to implement changes.	X	X			reached out to City regarding redesign. Need to finish research before we can design	email went out to city regarding redesign. Need to finish initial research before implementing next steps with redesigning/creating positions	In the process of reviewing/creating positions	Will review NESC findings and recommendations	Position in Budget for 19-20 waiting for approval of budget.	
2.1.D.	Launch Phase I of Talent Management Office Model.		X								
2.1.E.	Continue research around Talent Management Model.		X	X							
2.1.F.	Launch Phase II of Talent Management Office Model.			X							
2.2	Talent Management: Implement a human relations (HR) system to improve efficiency and alignment among departments to support district goals, including the hiring and training, growth, appropriate placement, and engagement of a workforce.				Director of Talent & Benefits	14a-b, 15, 21					
2.2.A.	Research systems that would allow MPS to develop a system of collecting, analyzing and monitoring staff performance data.	X			Michele		Met w/Paycom, Paycor, Frontline, Bamboo	meeting w/two districts to see what they use before scheduling a final meeting w/Frontline, IT, and Curriculum Office.	Met w/districts and received a quote from Frontline for a HRIS System. This system will integrate Applitrack, AESOP, IEP, and Evaluation system and will also help with automating the onboarding system along with saving time.	We researched systems and have selected Frontline. Have legal department reviewing the contract and looking to implement system in late spring early summer.	Selected HRIS system Frontline. Have legal department reviewing a business associate contract with Frontline. On hold because of contract.
2.2.B.	Research and redesign Middletown's evaluation process to enhance performance management strategy.	X			Enza		meeting needs to be scheduled per state requirements with stakeholders (teachers and admin)	Discussions w/Associate Superintendent regarding creating a committee to review evaluation process	HRIS system will tie current evaluation system currently being used.	Frontline Central will tie in Middletown's evaluation current evaluation system. Next step is to tie into performance management (work with technology and possibly PSST, and AUC).	Frontline Central will tie in Middletown's evaluation current evaluation system. Next step is to tie into performance management (work with technology and possibly PSST, and AUC).

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2.2.C.	Implement Phase I of new HRIS system.		X								Looking to implement Spring 2019 or Summer 2019	Looking to implement Spring 2019 or Summer 2019	
2.2.D.	Redesign systems and processes to use data to drive recruitment, retention, and hiring decisions, which result in a diverse workforce that mirrors the student population.		X										
2.2.E.	Implement Phase I of new recruitment, retention, and hiring processes-- create position of talent specialist.		X										
2.2.F.	Implement Phase II of new HRIS system.			X									
2.2.G.	Monitor outcomes.			X									
2.3	Communications: Improve two-way, ongoing, and flexible communication protocols to inform and engage staff, families, community members, partners, and students.				Communications Director	12, 21							
2.3.A.	Develop a district-wide communications plan, including timely updates, website, and social media platforms.	X											
2.3.B.	Implement components of communication plan	X	X	X									
2.3.C.	Monitor the alignment of partners and implementation of plan		X	X									
2.4	Workplace Injuries: Improve the process for reporting workplace injuries, increase access to treatment options, and return to work procedures.				Director of Talent & Benefits	15, 21							
2.4.A.	Research options on how to streamline reporting processes.	X			Lucy & Michele		Checking w/CIRMA regarding proper protocol, all forms are located online off of the HR website		During research of HRIS system will be looking to see if there is a streamline process of the forms on the new system		HRIS system through Frontline has an electronic paper document which will help with streamline the WCOMP	Frontline HRIS system has a electronic paper workflow system which will streamline WCOMP. Currently created page on our website will reporting processes and links to all forms for schools to utilize.	Frontline HRIS system has a electronic paper workflow system which will streamline WCOMP. Currently created page on our website will reporting processes and links to all forms for schools to utilize.

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2.4.B.	Design a plan that helps prevent, identify, and treat workplace injuries.	X					Working w/CIRMA to schedule a Job Classification Hazards Assessment	monitoring accidents/WC claims in order to review data; recommendation to bring data to Safety Committee to review; Scheduled Job Hazard Assessment review on Nov. 29th to review high risk jobs in order to help prevent WC claims (as per a recommendation with OSHA and risk & liability)	monitoring accidents/WC claims in order to review data; recommendation to bring data to Safety Committee to review; Job Hazard Assessment review on Nov. 29th to review high risk jobs in order to help prevent WC claims (as per a recommendation with OSHA and risk & liability)	Job hazard assessment has been completed. Findings need to be sent to Directors of those jobs. Log is kept on monthly basis of WComp cases and those issues. The log was shared with the Safety Committee at the November 27, 2018 meeting.	monitoring accidents/WC claims in order to review data; recommendation to bring data to Safety Committee to review high risk jobs in order to help prevent WC claims (as per a recommendation with OSHA and risk & liability)
2.4.C.	Plan to launch Phase I of new reporting processes and workplace injuries plan.	X						Created a webpage with all online WC forms, sent email all to all staff regarding proper procedures and how to located forms; sent emails out to other districts to find out their protocol	Once new HRIS system is in place, we will be able to launch a more streamlined process	Working on a step by step reporting process	Working on a step by step reporting process
2.4.D.	Launch new reporting processes and workplace injuries plan.		X								
2.4.E.	Design a plan that improves our Return to Work procedures that reduces cost.		X								
2.4.F.	Plan to launch Return to Work procedures.		X								
2.4.G.	Implement new return to work procedures.			X							
2.4.H.	Design and plan launch of a Workers Health Plan that promotes the health and safety staff through prevention and early intervention.			X							
2.4.I.	Provide updates and training that teaches leadership about Workers Compensation Laws.			X							
2.5	Technology: Implement a district technology plan that is aligned to the Future Ready Schools Framework.				Director of Technology Services	17, 21					
2.5.A.	Develop a district technology plan based on the Future Ready Schools Framework with the district Future Ready Leadership Planning Team.	X					Reviewed Future Ready Framework with ETSS and Technology Department	Completed Future Ready Framework survey with technology department and ETSS.	Reviewing Results of Future Ready Framework and preparing to survey additional staff members based on areas of usage. Including additional staffing in budget	Prepared surveys to be sent to members of district based on area of engagement.	Conduct a review of stakeholder survey responses to the 8 individual gears in the Future Ready School Framework. The responses to the individual gears will help to guide the current strengths and areas to improve on as we formalize the district Future Ready Technology Plan.
2.5.B.	Examine all electronic applications that need to be integrated and develop a plan to streamline integrations.	X					Began setup of ClassLink OneSync to sync Network, Google and PowerSchool	Setup of ClassLink OneSync is on hold from delays at the end of the summer. We have reached out to vendor to restart process.	Conference Call scheduled for Nov. 29 to restart OneSync Project. Working through smaller issues in the account creation process to address username auto creation. Including additional staffing in budget.	Continuing OneSync implementation for data synchronization	Working through implementation issues with OneSync (ClassLink) to begin cross synchronization with PowerSchool and Active Directory

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2.5.C.	Streamline technical processes to support curriculum/instruction/assessment	X	x	X		Reviewed processes for 1:1 Initiatives to streamline support issues as a first step before larger scale expansion	We have continued to work with curriculum department to provide supports for technology in classrooms	Continue work with Curriculum and buildings to address needs. Developing new Tech to reduce turnaround time on help desk tickets. Including additional staffing in budget.	Providing more detailed support for more specific issues that are occurring at this point in the school year.	Continuing work with various departments to make sure their technology needs are met.
2.5.D.	Implement district technology plan -- monitor status of all stages technology plan.		X	X						
2.5.E.	Continue to look at electronic applications and work to streamline data sharing between applications.		X	X						
2.6	Finance and Grants: Implement fiscal systems and make decisions that are equitable, efficient, fiscally responsible, and aligned to the district's goals.				Christine, Cheryl, Natalie	1, 2, 3, 4, 6, 11, 21				
2.6.A.	Implement Phase I of the NESC report, including establish business workflow systems districtwide to create time and process efficiencies-- SME Teams/Recommendations.	X				Meetings are currently being held with NESC and BOE Staff to determine root causes and develop efficiencies to address identified issues.	Meetings scheduled for 10/26 & 10/29 with NESC to establish team member responsibilities and scheduling.	Initiative #26 three Tiered Communications Charter: Team has been selected; meetings will begin early Dec. (CB)	Initial meeting with team complete. Presentation with the BOE was successful. First team meeting set for 1/7/19 and coordination with coach ongoing	Continue to work with departments with success in time and process efficiencies. This will be ongoing as needs change
2.6.B.	Build and design ACE2 Budget Platform.	X				Currently providing requested information to DMG. Monthly meetings being held with DMG to ensure platform is built correctly.	Materials are being collected and sent to DMG per their request.	Met with DMG; finalizing data required for review (CB/CW).	Meeting with DMG set for 1/2/19. Information ongoing	Met with DMG and Administration Team. Efforts to include Grant positions and funding underway.
2.6.C.	Outline and implement professional learning sessions on AUC for central office-- include software engineer to analyze AUC system/needs for expansion.	X				Training sessions held in the summer. Will schedule ongoing training for staff especially as we move closer to EBB so that Administrators can review budget data accurately and independently. This	Line of communication has been established by Senior business office staff with AUC representatives. Meeting scheduled between MPS, AUC and Regis Shields 10/29/18.	Met with Nancy Brennan & LuAnn Moore with Business team to discuss AUC modifications to accommodate EBB, line adjustments for budget/EFS reporting. Plan in place, P.O. needed (Business Office).	Several GoTo meetings with LuAnn Moore to implement new budget design. Additional meeting set for week of 1/2-4	Accounts payable had GoTo meeting with Anthea in AUC to address receipt carry forward issues and project code restructure for EBB. Mike Skott has been working on server and firewall concerns. Ongoing instruction on W-2 and 1099 process is in progress.
2.6.D.	Launch ACE2 Budget Platform to provide multi-year fiscal forecasting to ensure budgets are aligned for operational and instructional success.		X							
2.6.E.	Implement Phase II of NESC report-- SME Teams/Recommendations.		X							
2.6.F.	Outline professional learning sessions on AUC for central office and principals.		X							
2.6.G.	Implement Phase III of NESC report--SME Teams/Recommendations.			X						

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2.6.H.	Outline professional learning sessions on AUC for central office and principals.			X						
2.6.I.	Streamline existing and seek additional external grants and foundation resources to support full implementation of the strategies outlined in the Strategic Operating Plan.	X				<p>Began the process of shifting positions from grants to the general fund. In the process of securing external philanthropic funds.</p>	<p>10/25/18 Initial meeting with state and subgrantees for Project Aware; 5-yr grant to support SEL districtwide.</p>	<p>Title 1 & 3 and Alliance grant will be reviewed by leadership team to ascertain how it can best support SOP. Project Aware grant is on track and will directly support district wide systems for SEL over life of SOP.</p>	<p>Project Aware job postings are up and on track. Title I & 3 and Alliance Grant will be reviewed to support SOP</p>	<p>These efforts are ongoing. Significant efforts to close out MHS funding project</p>
2.7	Equity Based Budgeting (EBB): Implement a fiscal model that provides equity and autonomy to schools.			Christine, Cheryl, Natalie	1, 2, 3, 4, 6, 11, 21					
2.7.A.	Develop a rollout plan for equity based budgeting with district and school administration, including exploring and researching best practices and providing professional development for staff.	X				<p>Meetings being held with Regis and District Leaders to define goals of EBB student focused; equity; transparent and to create a budget timeline. Administrators will be participating in EBB monthly meetings with Regis and myself on</p>	<p>Ongoing communication and meetings scheduled with Regis Shields. Initial meetings with department leaders, 10/15 and principals, 10/23.</p>	<p>3-tier presentation complete; dept. heads; principals; BOE members. Ongoing meetings for budget prep. (CB/CW).</p>	<p>Ongoing meetings with LuAnn Moore for AUC support and Regis Shields. Regis provided presentation to Administrators in December</p>	<p>Full day meeting with Central Office administration to review current efforts and EBB budgeting. Grants met with Regis Shields to confirm need for grant reporting . Business office and will be reviewing Regis' request</p>
2.7.B.	Hold monthly meetings with instructional leaders and central office to support initial implementation.	X				<p>Monthly staff meeting schedule has been implemented.</p>	<p>Google sign up issued for November meetings with central office. Sign up documents for instructional leaders is in development.</p>	<p>First meeting scheduled for 11/26/18; ongoing schedule pending (CB).</p>	<p>Ongoing meetings with administration and Central Office staff to ensure familiarity with EBB plan and implementation</p>	<p>Consistent and ongoing meetings are occurring. These meetings are productive and informational.</p>
2.7.C.	Design system to support EBB.	X				<p>Holding meetings with Regis and key staff members</p>	<p>Ongoing conversations with Regis Shields. Alliance grant coding for EBB is under construction.</p>	<p>Ongoing review with Regis; adjustments to AUC to accommodate EBB needs (CB/CW/NF).</p>	<p>Ongoing review and adjustments to Implement Phase I. Division of staffing throughout the schools complete</p>	<p>Ongoing efforts with Administration, DMG, Regis and Business office have been productive and successful.</p>
2.7.D.	Implement Phase I of equity based budgeting, excluding special education.		X							
2.7.E.	Hold monthly meetings with instructional leaders and central office to support implementation.		X							

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2.7.F.	Enhance system to support EBB and plan for Phase II launch.		X					
2.7.G.	Implement Phase II of equity based budgeting, adding special education resources.			X				
2.7.H.	Hold monthly meetings with instructional leaders and central office to support implementation of Phase II.			X				
2.7.I.	Enhance system to support EBB and plan for Phase III launch.			X				
2.8	Special Education Resources: Improve special education outcomes and systems through the allocation of resources and supports that are anchored in educationally and fiscally sound decision-making practices.				CSS&SI	1, 2, 3, 4, 5,6,7,8,9,10, 21		
2.8.A.	Execute redeployment of fiscal and human resources to support high impact strategies (UDL, MSEL, MKSLI).	X					9/17/18 Identified 16 para positions to be eliminated through a process of attrition with funds	Completed by 9/2018
2.8.B.	Research best practice in the areas of improving student outcomes and cost effective measures in special education and identify gaps from current practice.	X					9/17/18: Worked with Lynda and Regis to collect data related to current staff and program levels and to develop systems for accurately capturing staffing	Participated in DMG webinar on Academic Return on Investment, Participated in 2 district sessions on budgeting aligned to District Strategic Plan
2.8.C.	Implement professional development, training and coaching for special educators in the areas of fostering independence and decreasing over-reliance on adult supports.	X					Formed committee to research and develop PD modules for teachers on Fostering Independence. Curriculum team worked through summer to develop professional development and tools for decision making and data collection. Worked with BCBAs to develop series of 4 workshops to be provided for paraprofessionals on Fostering Independence. Worked with team to develop year long professional development series and coaching for prek paras and teachers on Fostering Independence to address preparation gap.	First of 4 paraeducator workshops for paraprofessionals have been conducted by BCBAs, preschool Friday workshops have been launched, November 6th PD for special education teachers, SLPs and OTs has been planned, department level shared Professional Growth goal has been developed and will be included in each PPS staff member's MEED plan, Unconference for parents on Fostering Independence was provided and was most well attended session.
							Special education teachers, occupational therapists, BCBAs and Speech Pathologists participated in a half day follow up workshop on Fostering Independence. Tools and processes were developed to analyze and plan for adult support with a focus on decreasing reliance and increasing independence. School based teams participated in an authentic activity to utilized tools and practices. Preschool professional development for paraprofessionals is on target and meeting 3/4 Fridays to focus on Fostering Independence.	Worked with business office, special education leadership team, a variety of stakeholders and cross-functional teams to make budget proposals and identify resources for the 2019-2020 school year.
								Ongoing. Schedule of PD is being implemented. PPS team is also implementing a district-wide unconference for parents on April 6th. It is in the process of being planned with a community based team.

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2.8.D.	Identify human and fiscal resources for redeployment to grow and expand high impact strategies based on year 1 findings.		X	X					See above 2.8B. Utilizing a variety of fiscal resources effectively and flexibly to fund high leverage strategies in new budget. Project AWARE, IDEA and BOE budget have been fully analyzed to align resources.		
2.8.E.	Launch use of consistent data collection tools and processes for Planning and Placement Teams (PPT) to make decisions related to decisions related to providing adult support.		X	X							
2.8.F.	Implementat professional development to support expanded high impact practices and programs.		X	X							
2.8.G.	Monitor and make midcourse corrections of previously implemented steps.		X	X							
2.9	Facilities: Develop and implement a five-year facilities plan that aligns with the district's vision to provide healthy, safe, and positive work and learning environments.				Facilities Director	11, 16, 21					
2.9.A.	Develop a five-year Facility Capital Action Plan that aligns with the district's vision, including maintenance, renovation or replacement of buildings, and aligns with the recommendations of the National Executive Service Corps.	X					Facilities Committee	Data gathering has commenced. template established	Continue collection of data from building superintendents on facilities improvements and recommendations. Temp custodial list is being developed by City of Middletown. High absence due to sick days, PL time, worker comp., and FMLA is a major factor in accomplishing daily cleaning tasks.	Developed 4 Year CNR proposal for City to consider. Waiting for a response for meeting to discuss further. Continue analysis of facilities documents and budget. Recent discoveries of districts elevator evaluation and plan for replacement/upgrade will be added to plan.	Continue collection of data from trades personnel on facilities improvements and recommendations. Received Temp custodial list from City of Middletown week of February 15th. High absence within department continue due to sick days, PL time, worker comp., and FMLA is a major factor in accomplishing daily cleaning tasks.
2.9.B.	Implementation Capital Action Plan.		X	X				Determine needs and estimate			
2.9.C.	Improve the cleanliness, orderliness, and safety of all district facilities.	X	X	X				Pilot program and initiatives by Cust. Mngr	Scheduling meeting/workshop during winter break to develop daily checklist for accurate cleaning records. Communications email sent to building administrators for input and suggestions.	December winter break meeting was successful. Review of am/pm safety assessment that needs to be performed each day/evening. Discovery of inefficient preventative maintenance processing was corrected.	Continue review of am/pm safety assessment that needs to be performed each day/evening. Recent security audit shows deficiencies in am/pm daily checks. Discovery of inefficient preventative maintenance processing is a subject of continue conversation.

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2.9.D.	Utilize a revised work order process to ensure repairs are requested and services are provided in a timely and efficient manner-- NESC Recommendations	X	X	X			NESC implementation and support	NESC implementation and support.SME team identified Meeting Nov. 5th with NESC to establish meeting goals.	Process 72 Team has schedule their first meeting on December 19th to discuss current work order system.	Process 72 Team had a very successful first meeting. Team decided on assignments needed to be completed by each member for January's meeting. Work Order process presentations: Each member of TEAM will give a brief review regarding how the existing work order (WO) processes work in the following areas: <ul style="list-style-type: none"> IT, Schools, City. Work Order Problems: Each member of the TEAM will prepare a list of some of the problems and concerns with the existing WO processes. Each member of the TEAM will talk with stakeholders about what they see as current problems and concerns. Team will report back at our scheduled January 23rd meeting.	Process 72 Team is currently reviewing parameters with Maintenance Direct Help Desk; discussing back up to assignments; adjusting drop down lists; learning how to reroute/reassign/renotify. Revisit the program for an embedded procedure that we can condense and define for our District's needs.
2.10	Meal Services: Improve the dining experience for staff and students, including customer service, nutritional quality, and access to meals.				Food Service Director	12, 18, 21					

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2.10. A.	Develop a plan to improve the quality and value of breakfast and lunch served to our students, including professional development for cafe staff, exposure to new healthy foods, scheduling for meal times, and cafeteria facilities based on culinary excellence.	X					Seven (7) Cooking Labs scheduled for all managers; implemented breakfast in the classroom at KMS	Completed 3 of 7 scheduled Cooking Labs for the kitchen managers for professional training. Attended HPC food show and have industry trade show scheduled for November.	A plan for the breakfast program at Macdonough is in place to offer a hot meal higher in protein daily which requires students to pick-up their meal in the cafeteria each morning instead of classroom service. Menu and cost analysis is underway. The target date to start the new this menu January 2nd. In conversation with Brigaid to review their new platform for their program.	A plan for the breakfast program at Macdonough is in place to offer a hot meal higher in protein daily which requires students to pick-up their meal in the cafeteria each morning instead of classroom service. Menu and cost analysis is underway. The target date to start the new this menu January 2nd. In conversation with Brigaid to review their new platform for their program.	The new hot breakfast menu launched on January 2nd; this menu is providing an option daily that includes protein and has minimized the weekly sugar content. I attended the USDA commodity food show for the purpose of finding food products that will make best use of our federal funding and provide a high quality product for Sy19-20; focus is on finding clean labeled foods which provide the highest nutritional value. We have solicited a new vendor specifically for the purchase of fresh produce. DoD funding for fresh produce expired; this new vendor should provide a higher grade and quality in product. A survey for defining a standard of measure for "food quality" in the district has been created. It is scheduled to be issued to principals next month along with a repeat Food Service Parent Questionnaire survey. The 4th of 7 Cooking Labs was held which targeted the use of spices for flavoring vegetables. The culinary focus was on enhancing the flavor of vegetables through the use of spices and cooking techniques
2.10. B.	Ensure that 100% of students have access to nutritious and appetizing breakfasts and lunches every school day.	X					CEP status approved for Sy18-19 (7) buildings	Due to the new CEP buildings ADP has increased 500 at Breakfast and 400 at lunch daily. Created 3 new positions to adjust the MPLH for these increases. Condition-offers for the new positions have been issued.	SSP locations are being determined with preliminary meal counts so a final budget can be established. A meeting with the CSDE contact was conducted 12/12/18 to review the requirements and needs for all parties involved. Labor wages have been confirm with 466 to meet the budget structure.	SFSP locations are being determined with preliminary meal counts so a final budget can be established. A meeting with the CSDE contact was conducted 12/12/18 to review the requirements and needs for all parties involved. Labor wages have been confirm with 466 to meet the budget structure.	The SSP has been confirmed with 9 site locations. A final budget and hourly labor rate has been established with local 466.
2.10. C.	Strengthen the relationship between café workers, parents, director, and students.		X								
2.10. D.	Implement access to summer meal services at accessible locations within Middletown.		X				Established collective data for location and meal counts for 2018 summer sites; scheduled SFSP meeting w CSDE and related depts for Dec 2018	Confirmed the meals counts from summer 2018 and have collected recruitment data for the SFSP. Nov and Dec meetings scheduled to establish program needs and requirements.		The platform for summer meals is in the final stages of establishment for summer 2019	The 9 sites have been define for summer 2019.
2.10. E.	Expand summer meal services to additional locations.			X			Met with Childhood Hunger Task Force committee to review program needs				
2.11	Transportation: Increase the efficiency and effectiveness of the transportation system for student riders and bus drivers.				Transportation Director	21					

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2.11. A.	Develop and revise the student code of bus conduct which clarifies expectations for behavior.	X	X	X		Letter to Parents along with "Bus Contract" for students.	Students receiving bus conduct report will again review "bus contract". Parents can be notified via parent letter of consequences.	Assignment to bus seating or bus row has reduced bus conduct reports each month. Continuing with plan of action	Month of January/February focus on bus conduct reports resulting in letter to parents to advise of potential consequences for continued poor behavior. Continue to be present at schools and aboard buses AM/PM as needed.	Drivers/monitors continue to verbalize with students. Bus Conduct Report as needed. We then follow up with school staff with their discussion with student(s). We follow up with parents via Warning or Suspension Letter. Also meeting with school staff in discussion and boarding buses for conversation with students.
2.11. B.	Monitor bus driver effectiveness and professionalism via bus conduct referrals, student/family reports, and video review.	X				Continuous review and feedback to driver & monitors as required.	The review utilizes continuous feedback from school staff, DATTCO management & Safety Dept.	All bus video provides review for interaction of driver to students. We then can discuss with driver for appropriate behavior or behavior requiring modification.	Continue to be present at Driver Safety meetings for reinforcement of "best practices" for drivers. This coupled with presence at schools allow review of driver behavior and performance.	Driver/monitor meeting week of 2-11. Reviewing Best Practices with drivers and monitors. Review with drivers what we are seeing through comments by school staff and their interaction with students. Verbalize with student(s) proper bus behavior and if continues for several days student receives a "Bus Conduct Report".
2.11. C.	In collaboration with Transportation Service, develop and implement a yearly professional development plan for bus monitors and paraeducators.	X				Developing Best Practices for drivers & Mgnt. Team	Monthly meeting with drivers and DATTCO management team to review and refine Best Practices.	Daily interaction with drivers at schools along with monthly driver Safety Meetings.	Finalize "best practices" for drivers and monitors. Share with educators, drivers and monitors to better understand responsibilities of educators and bus personal.	February Drivers meeting begin to present monthly discussion for Best Practices. Reinforce expectations of drivers and monitors. Expectations include drivers inspection and prep for their bus relating to safety, greeting students boarding or disembarking the bus; verbalizing with students proper bus behavior; driver vigilance when approaching bus stops and entering schools checking for any hazards. Discuss with school staff our Best Practices for drivers. Continued contact and discussion with schools regarding bus conduct reports.
2.11. D.	Create an All Hazards Transportation Safety Plan/Annex to provide alternative locations for emergency situations.		X			Completed with 2nd staging location for all schools	Task complete. Now moving to have "Go Bag" on each bus to include bus routes, procedures and 2nd staging location for each school	"Go bag" on each bus providing 2nd bus stag location, best practices and information for driver & students in case of an "event" in the City or at a school.	Moving forward to purchase "go bag" and place on each bus. The "go bag" will contain information for emergency situations as well as "best practices" for drivers and monitors.	Bus drivers will now have information on board the bus for alternative sites for each school. Information for drivers will have once they arrive at alternative site and interaction with MPD.
2.11. E.	Implement All Hazards Transportation Safety Plan.			X		Working with DATTCO Safety Dept. Presentation to drivers & monitors.	Continuation of Safety Plan on monthly basis with drivers and management team	Discussion of Transportation Safety Plan discussed with DATTCO Management Team and drivers at safety meetings.	Continued discussion while at drivers Safety Meetings monthly. January meeting being scheduled with DATTCO Management Personal, Safety Department Team and head of bus maintenance.	The DATTCO Manager, Safety Manager and I continue with driver/monitor monthly meetings in review of responsibilities.
2.11. F.	Develop a driver recruitment and retention plan.			X		DATTCO opening Kiosk at Meriden Mall recruiting drivers & monitors	Kiosk open at Meriden Mall during month of October with applications received. DATTCO hired a recruiter to assist.	Meriden Mall kiosk had some success. Social media and new DATTCO recruiter will show positive results.	Making contact with DATTCO recruiter to understand how recruitment of drivers and monitors is taking place.	Discussion with DATTCO recruiter for retention of existing drivers and monitors as well as future strategies to hire new drivers and monitors. Discussion on wages for drivers and monitors.
Goal 3: Choice and Innovative Models										
Establish successful education models that promote choice and		Timeline for Implementation	Lead Staff	Performance Measure(s)	Progress Monitoring September 2018	Progress Monitoring October 2018	Progress Monitoring November 2018	Progress Monitoring December 2018	Progress Monitoring January 2019	

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achievement through innovation.						Status	Notes	Status	Notes	Status	Notes				
Coding	Strategy & Implementation Steps	18-19	19-20	20-21											
3.1	Expanded Learning: Maximize, expand, and extend learning opportunities to underpin student achievement by creating a K-5 Literacy Academy.				CAO	1, 2, 3, 4, 6, 13, 21									
3.1.A.	Design K-3 Summer Literacy Academy	X			Enza, Julie, Amy		Began researching curriculum and programming for summer school. Need to meet with stakeholders to develop a plan of action. Will develop a committee by end of September.		Committee met to review the Footsteps to Brilliance program components for the summer literacy academy. A daily schedule has been created. Next meeting is on 11/7 to continue developing the curriculum and programming.		Committee met with Footsteps2Brilliance representative and received training on Summer Climb program. Committee decided to use Summer Climb for personalized learning component of Summer Literacy Academy. Job descriptions for Coordinator and Teachers were created.		Data was collected on the number of students in Tier 2 and Tier 3 for each of the eight elementary schools in grades k, 1, 2 based on beginning of year. Lists for summer school candidates will be revised following winter benchmark assessments.		MPS Summer Literacy Leadership Academy Coordinator and Teacher positions were posted. Schools will update list of student participants based on MOY data by January 31st; F2B Summer Climb masters were printed.
3.1.B.	Launch K-3 Summer Literacy Academy	X			Enza, Julie, Amy			Will launch in June	Will launch in June	Will launch in June	Will launch in June				
3.1.C.	Expand Summer Literacy Academy to Grade 4		X		Enza, Julie, Amy										
3.1.D.	Expand Summer Literacy Academy to Grade 5			X	Enza, Julie, Amy										
3.2	Expanded After School Learning: Implement a 21st Century After School Programs to decrease learning loss and increase enrichment.				Director of School Improvement and Grants	1, 2, 3, 4, 6, 13, 21									
3.2.A.	Explore and research student-led after school models	X						Initial review is underway.							
3.2.B.	Apply student-led model to existing schools	X					Model discussed with Interdisciplinary team leader WWMS + Director 21C MS program	Discussion of application of student led model with Patricia Jepson, Dir. 21C MS programs.							
3.2.C.	Secure funding to add 3 additional schools	X	X				State grants WILL be issued May/June 2019 for SY20	Spencer and FH are submitting applications for Federal, 5-year After		Bielefield & Snow have been provided RFPs for prior year Afterschool Grant. This is a two year					
3.2.D.	Integrate after-school model into extended day program		X	X											
3.3	Innovative Models: Implement an innovative learning model that promotes choice and equity for families with the creation of a STEM Academy.				CAO/Science Coordinator	1, 2, 3, 4, 6, 11, 13, 21									
3.3.A.	Explore and research STEM school-wide models.	X			Crystal		Considering inquiry, engineering design process (EDP), problem-based models.	Will meet with district stakeholders to select a STEM Model and discuss professional learning resources.		STEM School Model will be based on Project-Based Learning (PBL).		Exploring options for PBL integration into curricula in K - 5 with anticipated curricular development timeline.		Project Based Learning will be the instructional pedagogy for STEM integration. STEM advisory committee at MacDonough is identifying competencies to assess in this model.	

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3.3.B.	Establish partnership with the Buck Institution to support initial design.	X		Crystal		Met CSC reps in August, offer inquiry workshop, 2nd meet in October further discussion. Considering Buck Institute, STEM.org	Considering Buck Institute, Teaching Garage: Design SySTEM. Quotes for partnership support received.	Partnership with Buck Institute for Education (BIE) to support Project-Based Learning (PBL). At STEM school, plan for full implementation in Year 1 of grades K & 4, year 2 of grades 1 & 5, and year 3 of grades 2 & 3.	Continue exploration of resources and partners to support PBL integration.	Reviewing resources, materials, and partnerships for STEM and PBL implementation. Discussions occurring at MacDonough STEM Advisory meetings. Planning visits to STEM schools with in Connecticut (Discovery, Barrows)
3.3.C.	Plan school-wide PD, curriculum alignment, secure resources, and support focus grades (K/5) for transformation.	X		Crystal		Reviewing current district curricula and external support resources. Meeting with STEM teachers (elementary and middle) to discuss K-8 alignment and training with STEM Makerspace concepts.	Securing professional learning resources, continue reviewing current curricula.	Committed to June 18 - 20, 2018 for a 3 Day PBL 101 workshop for training all MacDonough teachers. Consideration to training middle school STEM and some middle school interdisciplinary cohorts. BIE will also send representatives to continue supports throughout 2019-2020 in grades K and 4.	Planning introduction to PBL workshops for MacDonough teachers with school administration and Secondary Science Supervisor to occur from January - May. Staff survey given to identify background information and ideas to move forward with STEM.	Developing comprehensive scope and sequence for all elementary disciplines to identify areas to embed PBL. Identifying competencies to assess with MacDonough STEM Advisory Team. Contacting BIE to prepare for their training in June. Will meet with district administration to discuss staffing and other staff questions.
3.3.D.	Launch school-wide STEM model in kindergarten and grade four.		X	Crystal						
3.3.E.	Deploy resources and support for kindergarten and grade four.		X	Crystal		NF/CC discussed possibility of MakerSpace in each elementary school.				
3.3.F.	Plan curriculum alignment, secure resources, and PD to support focus grades for transformation (Grd 1 & 4).		X	Crystal						
3.3.G.	Launch school-wide STEM model in grades 1 and 4.			X	Crystal					
3.3.H.	Deploy resources and support for phase I (kindergarten and grade 5) and phase II (grades 1 and 4) cohorts.			X	Crystal					
3.3.I.	Plan curriculum alignment, secure resources, and PD to support focus grades for transformation (Grades 2-3). plan for initial launch of district choice school.			X	Crystal					
3.4	Innovative Models: Implement an innovative learning model that promotes choice and equity for families with the creation of an International Baccalaureate (IB) World School.			Chief Academic Officer	1, 2, 3, 4, 6, 11, 12, 13, 21					
3.4.A.	Explore and research application process for Primary Years Programme.	X		Crystal		Initial meeting with MC, EM, AM, CC, and IBO	Steps are outlined. Working toward application completion by April 1. Budget is being prepared for implementation.	Application process initiated. Anticipate submitting application for January 1, 2019.	Application for candidacy for PYP at Lawrence School was successfully submitted December 27, 2018. Await decision for mid-late spring 2019. Begin to consider development and implementation of curriculum to meet timeline for IB school application in 2.5 years.	Awaiting application for candidacy status from IB World Headquarters. Submitted application for IB 3 Day PD on PYP Curriculum in June 2019, awaiting acceptance. Identifying best strategies to prepare for IB, considering book study and further exploration of inquiry learning and global mindedness.

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3.4.B.	Visit IB World Schools in Connecticut.	X		Crystal		IB visit on October 22ND	Will visit IB elementary school October 22nd, meet with Antrina M. (rep) for next steps and support.	Cohort of administrators, supervisor, coaches, and teacher visited O'Connell IB Elementary School 10/22/18. discussed implementation and supports with staff and organizers, and met with IB CT team in the afternoon to clarify questions and initiate application process.	Will consider more schools to visit with staff.	Considering more IB schools to visit and IB programs to review.
3.4.C.	Discuss and explore next steps to start application/transition process	X		Crystal		Discussion with Lawrence team and EM/AM. Team attending EH to visit a PYP school on Oct. 22nd. Small team is attending formal training in Orlando on Oct. 12-15.	Attending IB training in Orlando 11 - 14 for PYP administrators and curricula specialists. Attendees: CC, JG, JS, AM, MN.	Admins, district coaches and EIST attended IB training in Orlando, 10/11/18 - 10/14/18. Will submit application for staff training on Primary Years Program: An Introduction to the PYP Curriculum Model for June (3 days); submit with program application due January 1, 2019.	Application for staff training on Primary Years Program: An Introduction to the PYP Curriculum Model for June (3 days) submitted December 29, 2018; required submission of PYP candidacy application. Will plan to introduce IB principles to faculty from January - May. Exploring faculty options for transition, choice of remaining or transfer.	Identifying best strategies to prepare for IB, considering book study and further exploration of inquiry learning and global mindedness. Considering IB school visits. Will introduce principles of IB to faculty and staff. Need to meet with district administration to further discuss staffing.
3.4.D.	Leadership discovery with IB Category I Workshop.		X	Crystal						
3.4.E.	Provide professional development for IBO Authorization.		X	Crystal						
3.4.F.	Initial IBO evaluation and recommendations of requirements.		X	Crystal						
3.4.G.	Application accepted of IBO World School.			X	Crystal					
3.4.H.	Candidate Phase-- plan for initial launch of district choice school.			X	Crystal					
3.5	Innovative Models: Implement an innovative learning model that promotes rigor and relevance with the creation of Quad D Learning and Laboratories.			Superintendent/Chief Academic Officer	1, 2, 3, 4, 6, 11, 12, 13, 21					
3.5.A.	Design Phase I of "Quad D Learning Laboratories," including focused PD for teachers at Snow and Moody.	X		Amy and Julie		Quad D Lab training Snow School 9/11/18, 9/12/18; Quad D Lab training Moody School 9/13/18, 9/14/18	Quad D Lab training Moody School 10/9/18, 10/11/18; Quad D Lab training Snow School 10/10/18, 10/12/18	Quad D Lab training Quad D Lab training Snow School 10/29/18, 10/31/18. Quad D training has continued at Moody --redirection with staff	Teachers at Snow and Moody continue to engage in professional learning exercises with Dr. Braddy. January visits will focus on lesson observations and group feedback for calibration. Progress at Moody School with resistance	Teachers at Snow and Moody continue to engage in professional learning exercises with Dr. Braddy. They are focusing on student engagement, instructional strategies and thoughtful work. Snow has seen positive increases in student engagement and behavior.
3.5.B.	Implement Teacher Lesson Observations for "Learning Lab" -- modified implementation for practice.	X		Amy and Julie		Teacher lesson observations will begin in October.	Teacher lesson observations have begun. Teachers presented at least one Quad strategy while Team members observed.	Teacher lesson observations have continued	Learning Lab goal for internal group and practice will start in March	Learning Lab goal for internal group and practice will start in March
3.5.C.	Design "Quad D Enrichment After School Laboratory."	X		Natalie, Amy and Julie			NF and Jen Cannata have discussed. JC will review State Afterschool Grant to begin planning phase.		Planning for 2019-20 has started with Natalie and Snow Principal. Funding source has been identified for application in June 2019.	

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3.5.D.	Launch Phase II of "Quad D Teacher Instructional Laboratory," including school-wide/Quad D teacher professional development.		X		Natalie, Amy and Julie						
3.5.E.	Launch Phase I of "Quad D Enrichment After School Laboratory."		X		Natalie, Amy and Julie						
3.5.F.	Plan Phase II Expansion of "Quad D Enrichment After School Laboratory."		X		Natalie, Amy and Julie						
3.5.G.	Launch Implementation of "Quad D Learning and Enrichment Laboratory" at Snow School and Moody School, including school-wide/Quad D teacher professional development.			X	Natalie, Amy and Julie						
3.5.H.	Launch Phase II Expansion of "Quad D Enrichment After School Laboratory."			X	Natalie, Amy and Julie						
3.6	Grades 6-8 Vertical Alignment: Restructure the middle school model to promote rigor, innovation, agency, and student relevancy				Superintendent	1, 2, 3, 4, 6, 11, 12, 13, 21					
3.6.A.	Create the Middletown Middle Grades Innovation, Integration, and Improvement Committee.	X					Committee meetings starting in October	Committee Orientation was held on October 25, 2018. CSSR facilitation.	November MGIII committee meeting was rescheduled to December 5, 2018 due to weather.	December's meeting focused on an introduction to the interdisciplinary team structure (8R presentation) and review of site-based transformation plans. January's meeting will focus on time and scheduling -- flexible schedules	We continue to work with CSSR on ways to implement student agency strategies and create a schedule that will be beneficial to MS students.
3.6.B.	Research best practices for organizational structures, innovation programs, and designs within committee.	X					Start of committee meetings	Research in accordance to middle school models were disseminated and currently being reviewed by committee and transformation teams.	Hanover Research Abstracts were distributed to committee. CSSR work with KMS and WWMS	Monthly meetings with CSSR is still be conducted. Adjustments and planning has been taking place at the site-level as well as district.	Committee has been meeting on a monthly basis. December's meeting was on blended learning models and January will debrief the "Innovation Round Table" discussion with national experts on middle school design -- schools of the future model.

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3.6.C.	Conduct interdisciplinary/personalized learning pilot in grade 8 and analyze for next level implementation.-- structure PD support for January.	X					
			Launch of pilot at WWMS		Implementation has started. Professional development held on November 5, 2018/November 6, 2018		
					Experimentation continuation.		
					<p>The interdisciplinary team has had their first unit assessment that was tremendously successful. They had students present their work to teachers and other stakeholders. In addition, the grade 8 interdisciplinary team continues to work on unit creation for the remainder of the year. A half day of time each month has been allotted for unit creation for the team at the CO Annex. Personalized Learning Pilot grade 7 and 8: Data Review calls with the Edgenuity Upsmart team happens monthly to ensure progress. The most recent data is below. The data shows what percentage of students have gained proficiency of the students that have gotten at least to the bronze level. As the program is a grade level program, all three levels demonstrate grade level competency. However, our goal is to see as many students proficient at the Silver or Gold level. Class Period</p> <p># of Students AVG HH:MM:SS AVG Bronze % AVG Silver % AVG Gold % WOODROW WILSON MIDDLE SCHOOL (MIDDLETOWN) 193 2:11:19 71.66% 53.49% 27.83% UpSmart: ELA Grade 7 96 1:48:06 64.48% 41.44% 12.26% 7 ELA Brandi Period 1 15 4:35:30 73.42% 55.70% 24.05% 7 ELA Brandi Period 2 15 1:08:08 70.13% 45.45% 11.69% 7 ELA Brandi Period 3 19 1:41:52 57.45% 29.79% 6.38% 7 ELA Brandi Period 4 25 1:06:45 69.29% 47.24% 16.54%</p>		Eighth grade pilot is being conducted with UpSmart. Professional learning (coaching with ELA teachers) are occurring and data analysis of interim data occurred. Refinement of the model is on-going.

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4.1	Family Partnerships: Strengthen families' multiple roles as they support, monitor, and advocate for student success and engagement-- Community Conversations and State of Union Address	X	X	X	Coordinator of Family Engagement	12a-b, 21	RFP submitted 9/14/18 to offer Parent Leadership curriculums for parents to support their advocacy role. Parent "unconference" to learn about school and community resources scheduled for 10/13/18	Trained 13 students and 2 new adults as Conversation Facilitators. We have 58 trained facilitators. Secured 6 sites for conversations.	Designed conversation questions and format for 2018-19. Held first community conversation on Nov. 29th for the 2018-19 school year with 40 participants plus 12 facilitators with 55% minority participation.	All Conversations schedule for 2019. Investigating affinity group conversations with neighborhood and faith based partners	Monthly Community Conversations occurring throughout Middletown.
4.1.A.	Build capacity of staff (via professional development) using the "Dual Capacity Framework" and Joyce Epstein's Framework for six types of involvement to honor and recognize family and community strengths and multiple roles-- develop family engagement plan.	X	X	X	Coordinator of Family Engagement		Team (staff & community partners) engaged in the Institute of Family Engagement at Harvard in July of '18. Nellie Mae District team for Family & Community Engagement meeting on 9/24/18 to align SOP to Nellie Mae Family & Community Engagement Plan	Family Engagement team presented at State conference on 10/25. Creating Professional Development for Family Engage with School Readiness for December 10th. Nellie Mae visiting in December to review district plan for Family Engagement, year end report due 12/7, MOU due 12/14 for 2019-20 grant	Designing Family Engagement Professional Development using the new CT developed evidenced based guide and framework	Scheduled a February training with School Readiness programs.	Held Family Engagement Training for preschool staff on February 11, 2019
4.1.B.	Implement and monitor the family engagement plan (Nellie Mae Plan) for the district and schools using the "Dual Capacity Framework" and Joyce Epstein's Framework for six types of involvement.		X	X	Coordinator of Family Engagement						
4.1.C.	Family Outreach Models will support School Readiness and MSEL (Middletown Social Emotional Learning Initiative)	X	X	X	Coordinator of Family Engagement		9/18 Hired new FRC Director at Farm Hill on 9/6/18. Hired new Family Liaison Farm Hill position, starting on 10/15/18	All staff hired for FRC at Macdonough & Farm Hill (PAT HV), meeting monthly to monitor and train. Family School Connection Home Visiting - typical case load 12 to 15 families -Bielefield & Snow have 2 home Visitors covering 27 families + 6 families on a waitlist Lawrence - we have 2 families currently being opened PAT Home Visiting - typical caseload 6 to 7 for full time (28 hrs) and 3 to 4 for part time (20 or less hrs) Macdonough has 1 part time & 1 full time Home Visitor covering 7 + 3 families with 3 families on wait list. Preparing job descriptions to hire Home Visitors at Spencer & MHS. Posting submitted for spencer hire by year end.	Posted 2 new Home Visitor positions for Spence and MHS. Will interview and hire in January 19	10 applicants received, created interview team and will interview 7 candidates on Jan. 10, 2019	New hires at Spencer and MHS for Home Visitors, starting on Feb 25, 2019. All FRC & FSC staff to attend Restorative practice Training in February and the Dismantling of Systematic Racism conference in April

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4.2	Climate: Create a positive learning and working environment that fosters caring and respectful relationships			Director of IT & PD and District Equity Facilitator	12a-b, 13a-d, 21					
4.2.A.	Define and communicate restorative practices model in Middletown Public Schools.	X		Dwight, Michelle G.		Restorative Practice (RP) Coaches delivering PDE day presentation to elementary school staff on 9/24/18.	Discussions with school administrators, coaches, and teachers to communicate common strategies and common restorative practices language. Based on need and DDT Action Research will be possibly shifting some focus to Middle School Restorative Conferencing and restructuring focus on restorative practices coaching at elementary	Meeting with Middle School Climate Specialist and Equity Coach to discuss RP circles with representative group of Middle School students.	Co-facilitated RP circles with a representative group of 7th graders and 8th graders with the Climate Specialist and Equity Coach.	District Facilitator collaborating with Project AWARE Coordinator to bring Restorative Practice consultant to facilitate PD for teachers and community youth leaders.
4.2.B.	Train elementary restorative practices coaches in classroom circling.	X		Dwight, Michelle G.		RP Coaches have received introductory training and will be observed and co-facilitate classroom circles with District Equity Facilitator.	Monthly meetings with RP coaches to reiterate expectations and discuss common observations/concerns from facilitator observations.	Common observations by RP coaches is a lack of regularly scheduled sufficient time in daily schedule for RP/SEL strategies.	District Equity Facilitator became licensed trainer in RP circles. Currently in discussions for planning next year's training of district staff.	District Facilitator is compiling categorized resources of Restorative Circle questions/topics for classroom circles.
4.2.C.	Elementary restorative practices coaches observe, model, and co-facilitate classroom circles.	X		Dwight, Michelle G.		Established coaching calendar to support RP Coaches at all elementary schools; created communication to explicitly identify expectations	Based on initial coaching sessions and observations; more time is needed to coach and provide demonstration lessons to building coaches so that model can be implemented with fidelity during role out to classroom teachers	Continued RP coach observations scheduled by District Equity Facilitator.	Several RP coaches have co-facilitated classroom circles with other teachers in their respective schools.	RP coaches are drafting ideal schedules that will allow for more regular restorative circles in class and co-facilitated circles in other classrooms for the 19-20 school year.
4.2.D.	Elementary restorative practices coaches co-facilitate and/or support teachers in classroom circles.		X	Dwight, Michelle G.						
4.2.E.	Train secondary restorative practice coaches in classroom circling to observe, model, and co-facilitate classroom circles.		X	Dwight, Michelle G.						
4.2.F.	Equity facilitator trains school leaders in restorative conferences.		X	Dwight, Michelle G.						
4.2.G.	Secondary restorative practices coaches co-facilitate and/or support teachers in classroom circles.			X	Dwight, Michelle G.					
4.2.H.	Implement restorative conferences to support discipline practices.			X	Dwight, Michelle G.					
4.2.I.	Develop and implement training model for adults who work with students in a non-academic setting.			X	Dwight, Michelle G.					

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4.3	Early Social-Emotional Learning: Develop Social-emotional learning and intervention frameworks at elementary schools.				Director of Student Services and SPED	12, 13, 21					
4.3.A.	Launch Middletown Social Emotional Learning and Intervention (M-SELI) models at 2 elementary schools, including professional learning activities to support framework implementation.	X					9/17/18: Staff hired to support model. Framework developed. Professional development for MSEL teams for both schools was conducted. Schedule for MSEL SRBI Teams created and launched. WRAPS rooms set up. Full staff orientations scheduled.	2 models have been launched. Professional development workshops were provided at both schools for full staff on model.			
4.3.B.	Create and refine a Scientific Research Based Intervention (SRBI) team and develop systems, processes, tools and interventions for the SEL/SRBI framework and schedule meetings for year-	X	X	X			9/17/18: Team has been created. Team has researched SEL Frameworks and selected CASEL framework. MSEL Referral aligned to CASEL framework has been drafted and pending approval of MSEL Teams, Universal screeners are being researched. Conference call scheduled with Aperture Education to review the DESSI.	MSEL SRBI teams are meeting weekly and staff and leadership are working effectively and efficiently. A Universal screen was identified, purchased, introduced with training and assessment was completed. Team has selected the CASEL framework for SEL. Curriculum materials and EBP are being researched and vetted. A decision tree is drafted and in final stages of adoption. A survey was conducted to identify staff need. Team is in process of reviewing data to be used for identifying student need at individual, small group, classroom and school level.	Decision tree for referral to SELL intervention team has been finalized. Parent letter was sent home to all families. 631 DESSA universal screens were completed. 91 Comprehensive DESSAs were completed. 69 students were identified for intervention planning based on triangulated data. 14 classes (261 students) participated in Tier I whole class SEL intervention. 11 Families have been engaged in wrap-around support. SRBI teams are up and running, planning interventions.	SRBI process at both pilot schools has been implemented. Multi-tiered systems of support are initiated and developing (Tier I, II, III and intensive). All Pro Dads has been initiated at both schools. Team is researching Evidence Based Practices, engaging in professional development and purchasing resources and materials to support intervention.	Completed.

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4.3.C.	Identify and secure resources (including funding streams) to support the M-SELI framework including the Working, Reflecting and Problem Solving (WRAPS) intervention room, a universal screener for SEL and intervention curriculum, including the purchasing of assessments, materials, and human resources.	X	X	X		9/17/18: Team is currently in the process of analyzing need and researching frameworks, interventions, universal screeners, curriculum and professional development needs.	Budgeting process has been initiated for the 2019-20 school year. including identification of resources needed for next level implementation. Opportunities for supporting this strategy through the AWARE grant were identified and a budget drafted. MSEL Team is developing curriculum binders that will be replicated for all 8 elementary schools for the 19-20 sy. All Pro Dad's national registration has been completed and Ministerial Alliance interventionists are planning first sessions.	Through the budgeting process and the Project AWARE grant, resources for continuing strategy implementation have been identified. The leadership team is in the process of reviewing schools for next level of implementation during the 2019-20 school year.	Additional resources have been identified through Project AWARE to support SEL learning and intervention. Additional home visitors are being hired and trained. An SEL interventionist has been hired for MHS. Professional learning activities have been identified and teams registered.	Utilizing the district budgeting process as well as leveraging Project AWARE and other grants, next level resources for implementation have been identified. Spencer has been selected as 1 of the new sites. The other is still TBD. Initial meetings with principals and EISTS have taken place. Spring activities for 2019-20 implementation are in progress.
4.3.D.	Conduct an analysis of year 1 outcomes to make program, budgetary and staffing recommendation for implementation of M-SELI at additional elementary schools.		X							
4.3.E.	Complete launch of M-SELI at remaining elementary schools.		X	X						
4.4	Wellness: Create healthy, safe, and positive learning environments for staff, teachers, and students.				School Health Supervisor	12a-b, 13a-d, 14, 15, 21				
4.4.A.	Identify staff needs/wants regarding district offerings for health and wellness program (e. g. survey).	X				a survey has been developed & will be distributed district-wide upon receiving access to "Employee Wellness" email address. 10/2/18 Employee Wellness Survey sent to district employees;	10/26/18 Survey results collected and analyzed. "Wellness" email secured & being used for distribution of health tips and notifications. 1st District moral initiative implemented "Pumpkin Carving".	11/14/18 Survey results shared with Wellness committee and WSCC model proposed as a framework for collecting district-wide data re: overall "wellness" status of district. Next steps involve: mtg. w/Drs Conner/Macri re: data collection.	1/31/19 Employees have been invited to submit entries for art & participate/lead before/after school programs	2/21/19 District-wide sign up sheet remains open and available to staff seeking to provide health and wellness sessions.

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4.4.B.	Identify coordinate and/or develop and implement monthly health learning opportunities for district staff.	X	X	X		a meeting has been scheduled with Wellness Committee chair to align and coordinate Wellness Initiative(s) with district policy.9/20 Willns Cmmtt mtg between co-chairs was held, policy and new proposed materials/activities was discussed. Team roster update and rough plan for SY activities was sent to team.	10/26/18 working with nutrition intern for presenting a workshop on "Healthy Cooking for the Holidays" for employees interested in attending.	11/13/18 District was offered after work "Holiday Nutrition 101" presentation by Nutritionist, Erin Daly, 1 attendee. Health Tip Tuesdays continues on a weekly basis.	1/31/19 Employees are identifying before/after school programs in health and wellness topics for employee participation. City of Middletown legal dept has provided a waiver for programming on school grounds and will participate in programs as desired. A March 5, 2019 "Until Help Arrives" course has been offered with 8 participants signed up so far. Employee Wellness emails and CHL opportunities continue to be offered regularly, Staff has been invited to retweet health-related Tweets via Twitter account. Macdonough School Nrs and School Health Supervisor will lead a one hour presentation on the CHL initiative on March 16, 2019 at MHS.	2/21/19 District-wide sign up sheet remains open and available to staff seeking to provide health and wellness sessions. Staff participation has been poor. March 1st meeting scheduled with Copper Beech Institute for possible Employee Wellness program.
4.4.C.	Identify accessible mental and physical health resources for district staff to maintain or improve personal health and well-being.	X	X	X		Community/school resources (YMCA, fitness spa, fitness personnel, health insurance co.) have been identified as resources. Next steps involve meeting & brainstorming with providers.	10/30/18 Posted first weekly "Health Tip Tuesday" message via new email address. Continue to build employee wellness archive of messages sent via health insurance, health care agency, public health announcements. Google drive>>District Employee Wellness folder.	11/14/18 Wellness Committee to develop walking maps for each school to encourage physical exercise during lunch breaks	Mtg for mental health resources set for 1/7/19 with Dr. Conner & Integrated Health	2/21/19 EAP/ Rob Nevins weight loss program remains available to staff seeking mental health/ weight loss programs. Meeting with K. Thompson and Copper Beech Institute to explore Employee Wellness (Mental Health) program delivery set for March 1st.
4.4.D.	Strengthen and support Social-Emotional and Equity models to create a culture where students, staff and families are ready for working and learning (e.g. Resilience Collaborative) by expanding wellness program based upon staff survey and participation levels of previous year.		X			9/2018 CH&L (Connected Health & Learning) nurse/teacher initiative implemented via "soft launch". 10/2018 teachers/nurses notified of "rounds" at K & 5th gr classrooms to monitor progress	10/26/18 Continue to meet with Middlesex Community Resilience Coalition. Planning is underway to organize statewide Resilience Initiative conference in March.	11/5/18 The Resilience Film was shown to district K & grade 5 nurse/teacher teams. CH&L check-in meetings have begun w/first mtg at Bielefield on 11/19. 11/16 Middlesex Collaborative was shared at state level Children's Emer Prep Committee meeting. Resilience bldg proposed as a preparedness strategy for families facing disasters.	1/31/19 Four meetings have occurred with the K and grade 5 teachers with others scheduled in the near future. Report will be submitted to Superintendent upon completion of meetings. Wellness Committee meeting was well attended with new school and community members. Next Wellness Meeting will have guest speakers, Dr. Michael Kalinowsky, Blue Zones, and a representative from Complete Streets.	2/21/19 Mid-year Narrative report on CHL Time initiative is developed and pending review via Dr. Conner (3/1/19 mtg). Minds in Motion event (Mar16) planning is underway.
4.4.E.	Create and/or participate in opportunities for community involvement through partnerships with civic, environmental and/or health groups (e.g. Walk to School Day, compost project)			X					1/2/19 Collaborations with City Arts (Employee Art Show) and Health Dept (Springtime Health Fair)	
4.5	School-Based Autonomy: Develop School Advisory Councils (SACs) at all schools to increase autonomy and engage the community in the decision-making process.				Coordinator of Family Engagement	12, 21				

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4.5.A.	Continue to build capacity and diversity of parents to serve on Middletown SACs at all schools to increase the autonomy and engage the community and families in the decision-making process.	x	x	x			RFP to CT Parent Trust on 9/14/18	Parent Trust RFP notification still delayed from 10/1. Will start a PEP on 11/8 with up to 15 participants.	Did not receive the \$40,000 Parent trust grant from the state, first time in 18 years; was able to use other funds and in kind support to offer the PEP program in Nov/Dec. Offered 2 hour, 12 session People Empowering People (PEP) Advocacy training to 15 parents. Graduation December 20, 2018	Did not receive Parent Trust grant for \$40,000. Will not be offering PLTI in 2019	2 Workshops held with parents and community members in February to give input into the Governance/Advisory Council design.
4.5.B.	Restructure, redesign, and retrain the existing 6 schools in partnership with SDE to create the Middletown SAC Model.	X					Research gathered from SDE, Boston, Georgia, Philadelphia on best practices and assessments. Prepared Principal Interview questions and former Governance member surveys. Interviewing principals week of Oct. 1 and surveyed governance members the week of Oct. 8.	Principal Interviews complete, former member surveys complete. Evaluating feedback and will present findings to ACM on 12/17	Completed and summarized Principal Interviews on Governance Councils. Will present in December to administrators for future design planning input.	Creating Advisory design after ACM discussion in December. Google form shared with principals to decide on framework (membership, elections, bylaws) of SAC model. Ongoing support for the existing Governance councils has come from our FRC (Macdonough & Farm Hill) and FSC home visitors (Bielefield) as part of their job descriptions. •Status of existing Governance Councils: oBielefield – reforming – lost momentum with Principal change oFarm Hill – Very Strong oLawrence – Very Strong oMacdonough – Very Strong oWWMS – good oMHS – regrouping	Above workshops feeding into Advisory Council Design
4.5.C.	Introduce, secure resources, and support focus for the SAC model to the remaining 5 schools in partnership with State Department of Education	X								Still gathering principal input on design. Will begin a draft design with Regis and post on a shared Google form for Principal feedback in January '19	

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4.5.D.	Work with the Board of Education to revise or develop new policies to align with the Middletown SAC Model.	X	X	X			Title 1 Parent Involvement policy being reviewed for update by the Nellie Mae Family Engagement Community committee				Policy reviewed by Nellie Mae District Family Engagement team in spring of 2018. Draft Title 1 Family Engagement policy 6172.4 being prepared for presentation to policy committee for January 2019. Other policies referencing Governance /Advisory Councils will also be discussed. Current policies are generic enough to allow for governance councils at each school. Other policies to consider for revision to allow advisory councils in all schools: o1110.1 Community Relations, Communications with the Public, Parent Involvement – □this policy is generic enough to allow advisory councils – mentions "PTA and Leadership Councils" □give examples to be considered, i.e. "seek advice of parents/guardians on school governance..."
4.5.E.	Implement Middletown SAC Model in all schools, including the provision of differentiated supports by cohorts/need.		X	X							
4.5.F.	Secure resources and support focus to implement the SAC model		X								
4.5.G.	Continue monitoring and refining implementation of Middletown SAC Model, including the provision of differentiated supports by cohorts/need.			X							
4.6	Safety and Security: Strengthen school security through professional training, capital improvements and technology to ensure staff and student safety.				Director of Operations	19, 21					
4.6.A.	Create a three-year budget for technology upgrades in regards to front office entry and visitor validation.	X					Attended security summer conferences, met with security vendors, and other districts discussing front office security and student attendance. Continue conversations with High School Leadership. In final steps of the vetting/decision process. Three-year security budget deadline December 2018.	Budget in development phase due December 2018. Applying for Round 4 of School Security Competitive Grant that has a 63.93% reimbursement rate. Application due December 4, 2018. The period of performance for this program is 1/1/2013-6/30/2021, all work applied for under this grant must be completed by 6/30/2021.	Waiting for Round 4 of School Security Competitive Grant notice from state. Round 3 of Grant work in improve front office entry system has commenced. This work includes new front office cameras, additional building cameras, and exterior door swipe systems. Work in scheduled to be completed by June.	Round 3 of Grant work in improve front office entry system has commenced. MHS, Spencer, Voag Center, Farm Hill, and Bielefeld work is completed except for front office monitors which are on backorder. Improvements at all schools is scheduled to be completed by June.	Round 3 of Grant work in improve front office entry system continues. MHS, Spencer, Voag Center, Farm Hill, and Bielefeld work is completed except for front office monitors which are on backorder. Improvements at all schools is scheduled to be completed by June.

